

the condition of education 2000



INDICATOR 27

Credits Earned in High School

The indicator and corresponding tables are taken directly from *The Condition of Education 2000*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2000*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000062>) or contact ED PUBs at 1-877-4ED-PUBS.

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NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement

Student Effort

Credits Earned in High School

High school graduates in 1998 accumulated about three more academic credits than graduates did in 1982.

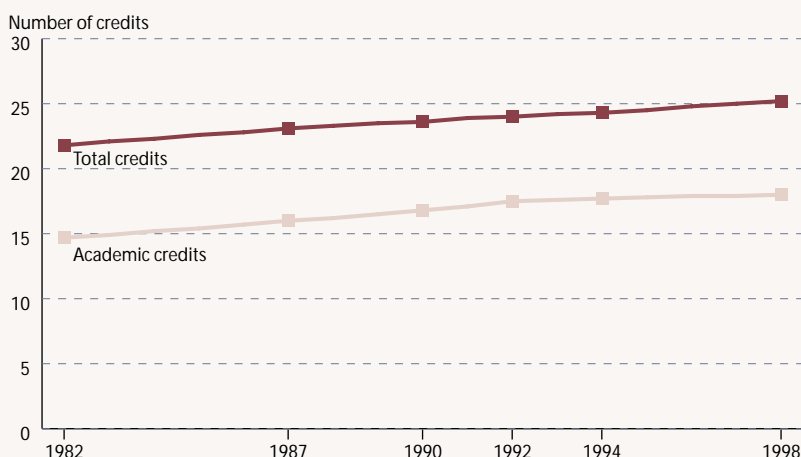
High school students are earning more credits than they did previously. In 1982, high school graduates earned about 22 credits during their high school careers. (One credit equals one year of a daily one-hour course.) By 1998, graduates earned about 25 credits, on average, during their high school careers (see supplemental table 27-1).

Students earn credits in academic subjects, such as mathematics, science, English, and social studies; vocational subjects, such as business, health occupations, and agriculture; and enrichment/other subjects, such as health/physical education, drivers' education, and military science. The increase over time in total credits earned resulted from an increase in the num-

ber of academic courses taken. High school graduates in 1982 earned, on average, 15 credits in academic subjects, compared with 18 credits in 1998. Thus, students are taking no fewer vocational and enrichment/other courses than in the past, but are taking more academic courses.

Increased academic coursetaking was particularly apparent among Hispanic students. In 1982, Hispanic graduates earned one and one-half academic credits fewer than did white graduates (see supplemental table 27-1). By 1998, this difference had disappeared. In contrast, generally there were differences between black and white graduates in the number of academic credits earned between 1982 and 1998.

CREDITS EARNED: Average number of total and academic credits earned in high school: Selected years 1982–98



SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B: 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

FOR MORE INFORMATION:

Supplemental Note 3
Supplemental Table 27-1
NCES 1999-06



Credits Earned in High School

Table 27-1 Average number of total and academic credits earned in high school, by race-ethnicity: Selected years 1982–98

Year	Total credits earned				Total academic credits earned			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1982	21.8	21.9	21.4	21.5	14.7	15.0	14.0	13.5
1987	23.1	23.2	22.5	22.9	16.0	16.0	15.3	15.3
1990	23.6	23.7	23.5	23.9	16.8	16.9	16.3	16.7
1992	24.0	24.0	23.7	24.0	17.5	17.6	17.0	17.1
1994	24.3	24.5	23.7	24.2	17.7	17.9	16.7	17.4
1998	25.2	25.2	24.8	25.4	18.0	18.1	17.2	17.7

NOTE: See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Credits Earned in High School

Table S27-1 Standard errors for the average number of total and academic credits earned in high school, by race-ethnicity: Selected years 1982–98

Year	Total credits earned				Total academic credits earned			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1982	0.09	0.10	0.17	0.14	0.09	0.10	0.20	0.13
1987	0.16	0.18	0.25	0.16	0.15	0.17	0.26	0.17
1990	0.12	0.12	0.24	0.19	0.11	0.12	0.19	0.22
1992	0.09	0.10	0.31	0.23	0.09	0.09	0.36	0.30
1994	0.14	0.17	0.13	0.12	0.09	0.10	0.13	0.13
1998	0.17	0.17	0.26	0.25	0.13	0.14	0.23	0.20

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B: 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.